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ABSTRACT

Designed for use by students taking health courses, this guide contains instructions for preparing lectures. Anyone interested in preparing lectures who is competent in data collection, language usage, and outlining will also find this guide informative. Following the instructions provided in this guide, students will be able to perform the necessary steps in preparing a lecture: analyze the lecture situation, write an objective, write an outline, select and evaluate presentation aids, allow for possible time changes, prepare for a question-answer session, and write a summary for distribution. In addition to lecture preparation instruction, the guide also provides information on how to prepare and use presentation aids. Different types of presentation aids are illustrated and discussed in relation to various lecture situations. (RB)

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Lecture Preparation Guide

AN INSTRUCTIVE COMMUNICATION

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
PUBLIC HEALTH SERVICE / Communicable Disease Center
Atlanta, Georgia 30333

CS SDI 168

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Specifications

Training Objectives

Following this guide exactly, the student will be able to perform the following steps in the preparation of a lecture:

1. Analyze the lecture situation.
2. Write an objective
3. Write an outline so that the lecture will meet the objective and the conditions of the situation.
4. Select and evaluate presentation aids, if needed, and plan substitute aids in case of emergency.
5. Prepare for possible time changes.
6. Prepare for a question-answer session.
7. Write a summary for distribution.

Primary Trainee Population

Professional Public Health personnel who are occasionally required to give a lecture on their professional activities.

Secondary Trainee Population

Anyone interested in preparing lectures who is competent in the following:

1. data collection
2. English grammar
3. outlining

Individualization Provided

The student may proceed at his own best rate (there is no time limit).

Depending upon his experience and the conditions of the lecture situation, the student may skip certain parts of the guide when so instructed.

Approximate Study Time

A student using this guide should take from 4 to 10 hours to prepare a lecture; the time will depend upon the experience of the student in presentation procedures, his knowledge of the subject, and the conditions of the lecture situation.

Restrictions and Limitations

This guide does not ensure that the student will...

1. Be able to prepare, obtain, or present aids.
2. Be able to prepare subsequent presentations without using this guide.
3. Be able to overcome emotional and psychological handicaps that interfere with public speaking.
4. Be able to adapt the lecture outline at the time of the presentation to fit unexpected changes in the lecture situation.
5. Be able to reach a lecture objective requiring audience participation other than question answering.

Results of Field Demonstrations

Field demonstrations were held in conjunction with Course No. 621, "Training Methods and Aids," sponsored by the Training Methods Development Section, Communicable Disease Center, and conducted by the Guide's Curriculum Authority and Subject-Matter Specialist. The course was taught in Dallas, Houston, and Austin, Texas. Students were in Public Health or other health-related professions.

Each course registrant was sent a copy of the Guide, including the Situation Analysis Worksheet, before the course started. The covering letter stated that each participant (student) would be expected to present a 10-minute lecture on a topic of his choice sometime during the course.

Each student was asked to record his time spent using the Guide (exclusive of time spent on research and typing the final draft) and to turn in the time record, Guide, Situation Analysis Worksheet, and a copy of the lecture when he reported for the course.

Thirty-six students prepared a lecture, turned in a copy as requested, and presented the lecture. Of these, 24 followed the Guide as instructed, eight used parts of the Guide or read it and then prepared a lecture "from memory," and four did not use the Guide at all. These statistics are based on written notes by the various students and/or statements from the course directors.

Each lecture was evaluated on the basis of a checklist that allowed for variations in situations for which the lectures were prepared. The maximum score was 1,000; 800 of the possible points applied directly to the lecture (introduction, body, and conclusion), and the remaining 200 points applied to related items such as plans for emergencies and statements of specific conditions of the lecture situation (as shown on the Situation Analysis Worksheet).

No pre-Guide lectures were available from these students. However, a developmental draft of the Guide was used in conjunction with the presentation of Course No. 631, "Development of Teaching Presentations" (Training Methods Development Section, Communicable Disease Center; same course director), in Cincinnati, Ohio, and both pre- and post-Guide lectures were available from those students. Since the students in Ohio were more specialized (10 persons in teacher-oriented professions) and had had more experience preparing lectures than the Texas groups, we assume that pre-Guide scores for the Texas students would be the same as or lower than the Ohio students' scores.

Key to Grouping:

GROUP A: 24 students who used the Guide
GROUP B: 8 students who used portions of or only read the Guide
GROUP C: 4 students who did not use the Guide

Level: 1--no previous experience in lecture presentation
2--occasional presentations (or less than 1 year of experience)
3--1 year or more as lecturer, trainer, teacher, etc.

STUDENTS		No.	POST-TEST SCORES		TIME ON GUIDE*		No.	PRE-TEST SCORES**	
			median	range	median	range		median	range
Group A	Level 1	8	89.5%	77-99%	4 hr 53 min	1 hr 10 min - 8 hr 0 min			
	2	6	89.5%	80-96%	4 hr 34 min	4 hr 0 min - 11 hr 0 min	3	61%	46-72%
	3	10	83%	76-93%	5 hr 35 min	2 hr 50 min - 12 hr 15 min	7	59%	51-65%
	Total	24	85%	76-99%	4 hr 53 min	1 hr 10 min - 12 hr 15 min	10	60%	46-72%
Group B	Level 1	2	60%	47-73%	4 hr 15 min	3 hr 30 min - 5 hr 0 min			
	2	4	76%	52-89%	2 hr 55 min	0 hr 40 min - 6 hr 35 min			
	3	2	63%	46-80%	3 hr 30 min	1 hr 45 min - 4 hr 30 min			
	Total	8	74.5%	46-89%	4 hr 13 min	0 hr 40 min - 6 hr 35 min			
Group C		4	41.5%	34-59%	0†	0†			

*Exclusive of research time and time to type final draft.
**From Ohio students' pre-Guide lecture.
†Estimated preparation time without the Guide (all students): 4 hours.

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PREFACE

This *Lecture Preparation Guide* was designed to be used by students taking Course No. 631, "Development of Teaching Presentations," which is put on by the Training Branch's Training Methods Unit at the Communicable Disease Center in Atlanta and in the field. The guide is now being made generally available because the number of requests from various public health departments for the course to be presented increases each year, and it is impossible for the Training Methods Unit staff to fill all of them.

Part of the mission of the Training Methods Unit is to help state and local health departments develop their own training courses. The *Lecture Preparation Guide* can now be incorporated in their teaching-presentation-development courses. And since the guide is self-instructional, it will be a useful tool not only for students who attend formal training sessions, but also for those who must work on their own to develop presentations.

HOW TO USE THIS GUIDE

This booklet contains detailed instructions for you to follow every time you prepare a lecture. Its purpose is to *guide*: not to teach or test.

The material is "branched" to enable you to skip all but those pages that relate specifically to the conditions of your lecture. You must do everything you are told to do on a page if you have been directed there. BUT read the page completely before you do any of the work called for; you'll be told when to start.

Besides this guide, you will need only a pen or pencil and plenty of paper to prepare your lecture.

REMEMBER--

Read carefully.

Finish reading each page **completely** before doing the work called for.

Skip when and *only when* you are told to skip.

Do what you are told to do *when* you are told to do it.

INTRODUCTION TO LECTURE PREPARATION

This is one of the few pages in this guide that won't tell you to *do* anything–just relax and read it to get a capsule idea of where you are going and what you *will be* doing later.

The first rule for you to follow to be a good lecturer is *know what you are talking about*, and to know what you are going to talk about you must plan ahead. Proper preparation sharpens your focus on the real purpose of your lecture and delivers you from the temptation to inject interesting but extraneous information. Proper preparation furnishes you with words chosen carefully ahead of time, not skimmed off the top of your head on the spur of the moment. Proper preparation gives you an added advantage–confidence and stage presence that comes from knowing you have a clear purpose and the means of expressing yourself.

The first step in preparing a presentation is to analyze the situation by questioning the individual who requested the speech, to find out the purpose he has in mind, as well as specific facts about the audience, the sponsoring organization, and the lecture hall.

The next step is to write out the objective for your lecture, based on the situation analysis, to be sure that the lecture will fulfill the needs of the requesting agent, the sponsoring group, and the audience.

When you know where you want to go–your objective–the next step is to decide how to get there, in other words, you must select an approach to your topic and outline the milestones along the way to the objective. With this framework in hand, you can select presentation aids and evaluate their suitability.

When all of these things have been done, the introduction and conclusion can be written. In this case, the conclusion is not the end–you must rehearse, revise if necessary, plan for possible emergencies, and prepare to answer questions from the audience.

Now that you know in general what steps this booklet will guide you through, turn the page and get started.

Take out the **SITUATION ANALYSIS WORKSHEET** inserted just inside the back cover of this booklet; then go to the next page to find out what you will be doing with it. Do **NOT** fill in any of the blanks until you are told to.

1. Analyze the situation . . .

Before you start preparing your lecture, you should find out as much as possible about the situation you'll be in when you actually face your audience; then you'll be able to make your lecture fit those conditions. You will have to call (or write) the person who asked you to give the lecture to obtain some of the information.

There are certain facts you MUST know for all presentations, but some information applies only in certain situations. You will not be able to tell exactly what will apply to your lecture until you are far along in preparation, to avoid having to call repeatedly and say, "Look, I forgot to ask you before but what about this and that . . . ?" you will want to get as much information with one call (or letter) as you possibly can.

The types of information you need are discussed on the next few pages, with the less obvious reasons for getting some information and some suggestions for the kinds of answers to obtain.

Read through the discussion on pages 2-5. Each paragraph is labeled, just as the blanks are labeled on the SITUATION ANALYSIS WORKSHEET. As you finish reading each page, compare the labeled paragraphs with the corresponding labeled blanks on the SITUATION ANALYSIS WORKSHEET. Do NOT fill in any of the blanks until you are told to.

Go to the next page

ABOUT THE LECTURE

All ABOUT-THE-LECTURE blanks *must* be filled in for every presentation.

Date, starting time, and *length* of the lecture are obviously needed.

Topic: The topic must be stated specifically. Your assigned topic might be anything from "health" to "the polio clinic on Friday." You could probably talk about the polio clinic without too much trouble, but where would you start talking about "health"? You couldn't tell any audience *all* about health; the topic must be discussed with the person who asked you to speak, so that it can be *limited* enough to cover in the time allowed.

Purpose: The purpose of your lecture will be either to INFORM (provide information) or to PERSUADE (inspire action). You may already have a purpose in mind, but if not, whoever asked you to speak—club president, your boss—let's call him Mr. So-and-So, had a specific purpose in mind. The purpose—stated as either to INFORM or to PERSUADE—will be an important factor throughout your preparation.

Result: The desired result of your lecture will depend on the purpose. There are three possible desired results:

If the speaker's purpose is to INFORM, the desired result will be for the audience to . . .

(1) *be able to talk about*—they will know enough about your topic to go out and tell others and *answer* questions, or

(2) *be familiar with*—they will know only enough to *ask* logical questions and sit in on discussions of the topic without feeling lost.

If the speaker's purpose is to PERSUADE, the desired result will be for the audience to . . .

(3) *take a specific action.*

NOTE: The audience should already know *how* to do the action. For example, they know how to walk or ride to a clinic where vaccinations are given; the problem is to persuade them to actually go to be vaccinated.

Question-Answer Session: How would you like to discover on arrival at the lecture hall that half the allowed time is for the audience to ask questions or that you will be "under fire" much longer than you thought? It's best to find out early if you will be expected to answer questions, for how long, and whether or not that time is included in your speaking time. This *Guide* will help you prepare to answer questions.

Now, review the comments on this page and look over the ABOUT-THE-LECTURE section on the worksheet to be sure you will be able to fill it out correctly when you are told to. Then go to the next page.

ABOUT THE PROGRAM

Part in Program: It's nice to know whether you're going to be sitting on that stage with only the person who'll introduce you or if you'll have more company in your battle with the butterflies. And if you aren't the only speaker, you'll want to know how you relate to each of the others and the name of the series or panel, so you can tie your own ship to the fleet.

Moderator and Introducer: Names you'll use in the presentation will come in handy now, especially if you have trouble remembering names; you can practice difficult ones a few times on Mr. So-and-So.

Activities: If your audience is going to be taking an after-lunch nap or thinking about the steak or coffee coming, you will need to include flashes to wake them up—really hit them and force them to listen. Audiences are notoriously lazy, and if you have to compete for their attention, you'll have to exert extra effort to keep them busy hearing and thinking.

ABOUT THE AUDIENCE

Name: You may need to refer to the people in the audience as a group. If you want to antagonize them, just call them by the wrong name!

Occasion: Why are they grouped together? Just to hear you? Or for some other reason, such as, to get an education, to serve the public in some way, to improve relations between schools and parents? The occasion can be used in your planning; by relating it to the purpose of your lecture you can keep them listening.

Knowledge of Topic: Some members of the audience may never have heard of your topic. Sounds unbelievable? It seldom occurs to us that somebody hasn't heard of our special projects! Or some may only have heard the word that labels your topic and not be able to recall anything about it. On the other hand, some of them may already know enough about the topic to talk a little about it. Even if you have all three levels in your group, you'll be able to talk at the right level for the audience to understand you.

Number: How many people will be there? Attendance should be stated in numbers, not, for example, as "a large group." To some, 20 is a large group, but some think it takes 100 to be a large group. You'll feel better when you get up to talk if you know ahead of time approximately how many faces will be looking back at you.

The rest of the information about the audience will influence your choice of examples to use, provide sources of comparisons and contrasts, and indicate how technical your vocabulary can be.

Compare these comments with the worksheet blanks; then go to the next page.

ABOUT THE SPONSOR

Name: Who wants you to give this talk? Mr. So-and-So? Mr. So-and-So's organization? If you know the sponsor's name you can tell the audience how pleased you are that their organization—or leader—asked you to speak.

Techniques to Avoid: Some people don't like certain lecture methods—for example, role-playing or seated speakers. Some don't care what you do as long as you get the message across. If there are any lecture methods that the sponsor doesn't like, you will do well to avoid them.

For Assistance: Some sponsors won't be able to help you much, but if yours can, you will need not only names but also phone numbers and addresses. A name is useless if you can't find the person to go with it.

Summary Okay? If the sponsor **doesn't object**, a brief summary of your lecture (handed out after you have spoken) will help bring the audience to a high level of retention—if they're very interested in your topic, the summary will be treasured; if they're only mildly interested, the summary may be just the thing to develop a greater interest.

Check this information against the worksheet blanks; then go to the next page.

ABOUT THE LECTURE HALL

(See back of worksheet.)

Location & Directions: If you don't want to wind up in the wrong place, be sure you know where you're going. And remember to find out if it's "street" or "avenue" or "boulevard" or "court"–some towns have a dozen "Washington" (or "Peachtree") streets with different tags.

Seating Arrangements: Will your audience be eagerly taking notes, and will they all be facing front? It depends on the seating arrangements. Remember, those who don't face front may have trouble seeing you and your presentation aids.

		SEATING ARRANGEMENTS			
AUDIENCE	"classroom"	"auditorium"	"conference"	"banquet"	"dinner"
all face front	yes	yes	no	no	no
can take notes	yes	no	yes	no	no

Elevation: Will the audience be looking up at you? Or down on you? Or across at you? This bit of information will tell you where you have to put presentation aids for the audience to see them.

Room Shape: A rectangular shape–[ ]–does not usually limit the use of aids, but L-shaped and U-shaped rooms do limit the kinds of aids you can use.

Room Size: Size gives an indication of how crowded the room will be and may affect your choice of aids. You'll need to know room size in feet later.

Time Room Is Free (before and after): How much time will you have before speaking to get ready? You surely don't want to have to rush in to set up aids and arrange your notes a minute before you're supposed to start talking. You'll need time when the audience won't be watching you perform. You will also need to know when you can dismantle and remove your aids.

All of the other information about the lecture hall will be used for planning your presentation aids.

Once again, review the discussion above and compare it with the worksheet blanks; then go to the next page.

The worksheet is designed to be used for one presentation of a lecture. If you're preparing a lecture to be given over and over, you should use the worksheet and this *Guide* to prepare for the first presentation, and then when a second presentation is scheduled, the worksheet can be revised and the *Guide* used again to update your lecture to meet the changed conditions.

Remember . . . time spent on filling out the worksheet fully and accurately in the beginning means much more time saved later in your lecture preparation.

Now, record as much information on the worksheet as you can; then call Mr. So-and-So for what you need to know to finish filling out the SITUATION ANALYSIS WORKSHEET.

When you have filled out the SITUATION ANALYSIS WORKSHEET, go to the next page.

2. Formulate an objective . . .

Ever get in your car to go to a party and suddenly realize you didn't know where the party was being given? When you don't know your destination, chances are you will never get there. The same is true of a lecture—without a clearly stated objective (written out) you may go around in circles. Once the objective is written, it should be kept in mind at all times during the lecture preparation.

Your objective not only guides you in preparing the lecture, but it also helps you guide the audience. Actually, the objective is a simple statement that combines some of the information you have recorded on the worksheet: the lecture's PURPOSE, TOPIC, and desired RESULT.

Look at these examples; notice that they include all three aspects of an objective:

EXAMPLE 1.

to INFORM the audience about — PURPOSE
the Communicable Disease Center — TOPIC
so that they will be able to talk about the topic. — RESULT

EXAMPLE 2.

to PERSUADE the audience to have children tested for TB. — PURPOSE

Remember: A lecture cannot "teach" the audience *how* to do such things as adjust a microscope or give an injection. Nor can a lecture "persuade the audience to be able to do something." If the purpose is to persuade, then you will either be persuading them to do something they are already able to do *or* persuading them to try to learn how to do something.

Now write out your lecture objective on a separate sheet of paper—be sure to include all three aspects—PURPOSE, TOPIC, and desired RESULT.

When you have written the objective, go to the next page.

3. Choose a title . . .

Your Mr. So-and-So may have suggested a title for your lecture when you were discussing the topic, but you will probably have to make that decision.

You may want to use the topic itself, or when you are developing your outline you may think of a catchy phrase to express your objective. For example, a lecture whose objective is "to persuade the audience to have children tested for TB" could be titled: "TB or not TB?"—or simply, "Your child and TB."

When you decide on a title for your lecture (**now** or **later**), write it on the same page with your objective; then go to the next page.

4. Outline the body . . .

You are now ready to decide how to reach your objective; you will be going through four general organizational steps:

1. limiting the *topic* (if necessary)
2. selecting the *approach*
3. selecting the *pattern* (or sequence) in which to present the material
4. selecting the *method* of presenting the material

LIMIT THE TOPIC

First of all, remember that your objective includes your topic—the topic tells you what material must be covered, and the objective tells you how detailed it must be. However, your Mr. So-and-So may not have been specific enough about the topic.

Let's look at two examples of objectives, compare the topics, and see how we might go about selecting categories of material to include in the lecture.

Objective I:

To inform the audience about *my organization* so that they will be familiar with the topic.

This objective, therefore, needs to have a more limited topic for you to be able to decide what material to include.

Objective II:

To inform the audience about the *services offered by my organization* so that they will be familiar with the topic.

However, this objective, with its very limited topic, already indicates what material must be selected: information about the services of the organization.

Notice the topics:
Objective I is broad;
Objective II is limited.

CONTINUE ON THE NEXT PAGE

Objective I could be restricted by these "limitations":

services (or products) offered
people in the organization
the organization table (organizational structure)
history of the organization
physical layout (space) of the headquarters buildings, field offices, etc.
purpose of the organization
procedures (in the production of one or more products or services)

NOTICE that one of the limitations on the topic for Objective I is "services offered," which is the already limited topic of Objective II. Since it could apply to both objectives, let's use "services" as the limitation on the topic of Objective I.

Now consider the objective and topic for your lecture. Is your topic too broad for you to be able to obtain the desired result? If so, consider the limitations and select one (or more, if you aren't sure which one to use) and write it down. Do this now and then continue with the discussion below.

SELECT AN APPROACH

We are now ready to consider an "approach" to the topic. All of the limitations given above are also approaches—or "themes." They are the currents that run through the entire presentation, and they help limit the material the speaker will include in his lecture.

There are any number of approaches, but we all know the six familiar ones that newspapermen consistently rely on: who, what, when, where, why, and how. Let's consider these approaches in terms of our limited topic, "services offered."

who—people who provide the services
departments or parts of the organization that offer services

what—the services themselves (remember, limitations are also approaches)

when—services offered in the history of the organization (when they began)

where—places where services are obtainable (such as at headquarters or field offices or even room-by-room)

why—reasons for offering specific services

how—procedures for obtaining the services or
procedures involved in supplying the services

Now consider the above approaches and select one for your topic. (You can consider using more than one approach if you want to.) Make a note of it now; then continue on the next page.

SELECT A PATTERN

Because "approaches" and "patterns" are so closely interrelated, your approach could easily determine the most logical pattern (sequence) for your material. Let's consider our examples in more detail and see how your approach could determine your pattern.

APPROACH	POSSIBLE PATTERNS
who	top to bottom of the organizational structure
what	known to unknown (from familiar services to those unknown to the audience)
	frequent to infrequent (from those most often rendered to those least often rendered)
	problem to solution (from a problem the organization faced in providing a service to the solution found)
when	from the founding of the organization to the present
how	procedural (step-by-step)
where	directional (from north to south or east to west)
	part to whole (field offices to headquarters or room-by-room)
why	problem to solution

NOTE: All these examples of possible patterns can be reversed–"unknown to known," "infrequent to frequent," "whole to part," etc.

The POSSIBLE PATTERNS shown above are not the only ones for each APPROACH–it's perfectly all right for you to talk about "what" in a "part to whole" pattern, for example, or "who" in a directional pattern (people's locations) instead of the organizational structure.

Select the pattern that seems most logical for your approach to your specific lecture and make a note of it; then go to the next page.

SELECT A METHOD OF PRESENTATION

When you have selected your approach and pattern of organization, you will need to determine the best method of presenting the material to the audience.

Here are several methods from which to choose:

(1) series of facts: This is the most common method of presentation. The speaker states a fact and then supplies information to back it up. This method is suitable if your objective is for the audience "to be familiar with" your topic.

(2) series of comparing (or contrasting) statements or questions: This technique is often used in "to persuade" lectures. It's a way of presenting both sides of an argument to the audience with a double-barreled sentence.

(3) series of questions: You might want to ask questions and . . .
- (a) give direct answers (and then provide the proof)
- (b) provide proof and let the audience draw conclusions
- (c) prompt the audience to give the answers (especially if your objective is for the audience to "be able to talk about" your topic).

To apply any of these three methods, you will be writing out the *main points* (the facts) that you want to make in your presentation. The main points are the major headings of an outline—and that's all they are—major headings of the outline of the body of your lecture, the "chunks of knowledge" you want to discuss.

Do you remember the "big rule" of outlining?

All main points are independent of each other.

For example: A good main point would be, "This instrument is economical to use." You wouldn't say, "Using this instrument saves time," and "Using this instrument saves money," because these are not independent points. You would need to combine them in one main point, using the money and time factors as sub-points in the outline.

NOTE: We'll talk about sub-points (your "backup" facts) later, so don't worry about them now.

For instructions on writing your main points . . .

CONTINUE ON THE NEXT PAGE

WRITE THE MAIN POINTS

In writing the main points for your lecture, you will use the four organizational steps. You may have already decided on your topic limitation, approach, pattern, and method, but in case you haven't, they are summarized below. Notice again the interrelationship between limitations, approaches, and patterns, but remember, too, that you can use various other combinations.

LIMITATIONS	APPROACHES	PATTERNS (sequences)	METHODS OF PRESENTING
people or organization table	who	top to bottom (of organization)	state facts
services or functions	what	known to unknown frequent to infrequent problem to solution	
time	when	founding to present	compare and contrast
physical layout	where	directional part to whole	
reasons or purposes	why	problem to solution	question and answer
procedures	how	procedures	

Here are four rules to keep in mind as you write your main points:

Rule 1. Main points should include all material needed to reach the objective (or the objective as limited by the approach), but should *not* include unrelated material.

Rule 2. Main points should be numbered in the order in which they will be presented. (This is your pattern.)

Rule 3. Each main point must be in the form of a sentence, and the sentences must be of the same type—statements, commands, or questions. (This is your method of presentation.)

Rule 4. It will be a better lecture if it has no more than four main points. (But if you have trouble here, go ahead and write out more than four; we'll condense later.)

Well, it's time to start your outline; write out your main points now, keeping these four rules in mind.

When you have them all written down in parallel sentences and numbered in sequence, go to the next page.

Got all your main points written down? Good. Now let's consider *Rule 4* again.

If you have four or fewer main points, skip ahead to the next page.

You can have more than four main points, BUT it's best not to. So if you do have more than four and are willing to cut them down, to make your lecture neater and more concise, stay on this page a little longer.

The first step is to double-check the main points—are they really independent of each other? Can two or more be combined under more general headings, such as functions, classifications, longer periods of time, or bigger steps? Try that and see if you can condense them to four.

Did it work? If so, go on to the next page, BUT . . .

If you still have more than four and are willing to make the effort, try another *approach* to your topic (select one from those on page 14) that you can break down into no more than four main points without getting off the track to your objective. Write out your new approach and main points; then join the others on the next page.

SUPPORT THE MAIN POINTS

Here comes your chance to hound your co-workers and librarian for information. You'll want to get all sorts of information . . . remember, we said your audience must be kept awake and interested, *so dig out a multiplicity of facts, in a variety* of forms. Consider the possibilities!

FACTS to support the point

for example →

four ways immunity develops–
(1) have disease
(2) mother to infant
(3) vaccine
(4) serum

STATISTICS to prove the point

for example →

14 million < 5 unprotected

QUOTATIONS that back your viewpoint

for example →

"Ask not what your country can do for you; ask what you can do for your country."
(J. F. Kennedy, 1961 Inaug.)

COMPARISONS that relate the topic to the audience's background

for example →

fallout shelter like lifeboat
or
ship's crew like clinic staff

NARRATIVES (funny or serious) about people and events

for example →

Jenner's contribution
or
nurse and shots

QUESTIONS that the audience will answer or you will answer for them– and the answer

for example →

Want polio?
Child?
Neighbor?
No!

Whoa! Before you start rounding up information, go to the next page and read the rules that you should follow.

Rules are designed to help you. You want to stay on the road you selected, don't you? These are your highway markers; they may slow you down a little, but there's always a limit to how fast you can go safely.

Rule 1. Support material should be in the form of *cues*, not sentences. Why? If you wrote out information word-for-word, you would get stuck with those phrases, and your lecture would lose freshness and variety.
NOTE: Put in as many cues as you think necessary; the more lectures you give, the fewer cues you will need. BUT, follow the "FACTS" example on page 16—always list the "four ways" or "six steps" to make sure you don't forget one.

Rule 2. Exception to Rule 1. Quotes must be copied *word-for-word*, like the original, but in quotation marks. And write down the source! (It's a good idea to put each quote on a card so you can hold it up as you *read* it during the presentation, saying, "as Joe Doakes said . . . .")

Rule 3. If your objective calls for the audience to be able to talk about the topic, they must talk about it during the presentation. You can use questions—forcing the audience to give the answers, but cue the correct answers for yourself!

Rule 4. Try to suppress thoughts about aids now that creep into your mind, but if you must, make brief notes on them. We'll go into detail about aids later; concentrate now on what you'll be *talking* about.
NOTE: If you don't have time to discuss technical material adequately, go ahead with plans to present it in the form of a handout—to distribute at the END of the presentation OR when you're discussing it (keep the audience from reading while you're talking about something else).

Rule 5. Write down all numbers—equations, formulas, complex amounts. Round off large numbers (for example, $4½ million will mean more to the audience than $4,544,977.26).

Rule 6. Stay on the technical level of the audience. Aim in general for the majority, but include examples for both the lower and higher extremes. When in doubt, aim for the lower levels. Better too simple than too complex.

Okay. Now go get the material you'll be using. Be sure to make notes on a *separate* sheet of paper for *each* main point. You'll want these notes on separate pages later on when you organize.

When you have cues for all supporting points, you'll be ready to organize; go to the next page.

Got all those cues and quotes written down? Okay, it's time to select and organize . . .

FIRST, you need to estimate how much of that material it will take to fill 70-90% of your talk time. Don't bother to rehearse it . . . you'll do that later. Just make an estimate.

SECOND, pick out the material you want to use. Another reminder: you always want to keep the audience eager, so think of them (look at that SITUATION ANALYSIS WORKSHEET if you've forgotten details about them) when you are selecting material. Combine and delete information, and get more if you don't have enough. Use what you think will have the greatest appeal and will offer the most variety, but be sure it relates closely to the objective.

THIRD, put the support-information cues in order for presentation. Rewrite if necessary, or number your cues in order. Support material should be in the same sequence as the main points (*see* page 14).

Do all these things before moving on to the next page.

5. Select presentation aids . . .

"Presentation aids" are anything other than words and traditional gestures that a speaker uses to help get his message across to the audience. Aids are just that—*aids;* they sould be used only where your presentation *needs* them.

WHAT POINTS NEED AIDS?

There are five situations in which you *need* a presentation aid:

1. *The point is too complex for spoken words alone.*
   In other words, you need an aid if you can't explain the point with only words and gestures, in the time Mr. So-and-So said you could have.
2. *Words evoke different visual images for different people.*
   If the point calls up a visual image for you, you want the audience to "see" the same image. Will they? Or will some people picture one thing and some another? Of course, no American needs a picture of stars and stripes to "see" Old Glory, but a lot of us can't correctly visualize the differences between, for example, poodle sizes (toy, miniature, and standard) without some sort of aid.
3. *A high level of retention is desired.*
   Your objective will tell you this. If you want the audience to "be able to talk about" this point or take some action related to it, an aid may be just the thing to really get through to them.
4. *Audience attention needs to be regained.*
   Look at the SITUATION ANALYSIS WORKSHEET again. How alert is your audience going to be? What will happen before you begin or after you finish speaking that might compete? How interested are they in your subject? Consider also the length and complexity of your talk.
5. *Main and/or supporting points need to be summarized.*
   Are you at a point in the presentation where you want to tie several thoughts together? If so, an aid could help you do so with a lot of emphasis.

Now go to the next page to make your decision.

The reasons for needing aids are restated below as questions. Ask each question about each verbal point—main and supporting—in your lecture; if you answer "yes" to any question, list the point on a page headed "POINTS NEEDING AIDS." Later we'll discuss what types of aids you can use.

1. Is the point too complex for words alone?
2. Does the point call up different visual images?
3. Is a high level of retention desired?
4. Do I need to regain attention here?
5. Do I need to summarize?

When you have listed all "points needing aids," go to page 23.

If you didn't list any "points needing aids," go to page 44.

WHAT ARE AIDS?

If you listed any "points needing aids," stay here; we'll help you decide on the one best aid to use for each point.

First of all, let's be sure we're all using the same terms for the different types of aids. How do you classify aids? We put them into three groups. You write out your classifications below, so we can find out if we're all thinking along the same lines.

Three classifications of aids are . . .

(1) _____

(2) _____

(3) _____

Yes, we want you to write them down—without peeking to see what terms we use.

Have you finished? Try this one: What is the best aid to use? _____

Now go to page 24 to check your answers.

THE THREE CLASSIFICATIONS OF AIDS: (1) object aids
(2) projected aids
(3) nonprojected aids

BEST AID: object aid – when it's you, the speaker

If you used our terms in your answers, skip ahead to page 27, BUT . . .

If you missed even one answer, see pages 25 and 26 for detailed discussions of the classifications, so that you will be familiar with these terms when they are used again.

Object Aids

All three-dimensional objects, including people and animals, are object aids.

You are your own best aid. Anything you do with your body (beyond using standard gestures) is considered an aid; drastic voice changes (including silence) are among the most effective aids. For example, to illustrate that so many people contract Disease X every 20 seconds, just say nothing for 20 seconds and follow the silence with an explanation. You are then an aid. Mimicking a conversation, changing your posture, even wearing weird clothing (with an explanation, of course) all serve as aids.

Members of your audience are your second best aids, with your staff members third. Use audience members only as good examples, never to deride. Use a member of your staff as a "bad" example—but explain your plans to him beforehand!

If your objective is to have the audience "talk about" the topic, you should use them as aids. Question them about the topic, get them to talk about it during the presentation, and you will better be able to meet your objective.

Objects that are naturally present in the lecture hall, such as your notes, pen, or briefcase, or eating utensils, can serve as presentation aids. And, of course, any object you demonstrate, such as equipment, is an aid.

Projected Aids

Projected aids include (1) images thrown on a screen (with or without sound), such as transparencies (used with an overhead projector), movies, and slides; and (2) sound devices.

All projected images require a screen; transparencies are used in a lighted room, but movies and slides usually require darkness.

A transparency is made from one or more clear acetate sheets. A simple form of this aid can be developed during the presentation with only a clean acetate and a grease pencil, or transparencies can be prepared prior to the presentation, either by you the speaker or an artist.

Slides and movies must, of course, be made ahead of time. Movies can be shown in part or in entirety. One slide or a series of slides can be used to aid the verbal point being made.

Sound devices include both tape and disc recordings, and other noise instruments. This category overlaps with object aids in that a musical instrument might be considered either an object or a sound device.

CONTINUE ON THE NEXT PAGE

Nonprojected Aids

Nonprojected aids are "pencil-and-paper" illustrations, such as, tables, charts, lists, diagrams, and maps. They can be formal art, cartoons, or rough sketches, presented as part of a flip chart (on an easel) or on felt boards, magnet boards, or chalkboards.

If an artist is not available to draw aids for you, it is up to you to do it. You can use lined paper to keep your lettering straight, and objects around any house or office can serve to guide your hand around the shapes that you need.

CONTINUE ON THE NEXT PAGE

Now that you know what types of aids you can use, you're all set to begin selecting them.

You'll list what aids you have available or can prepare to *illustrate the idea* of the verbal point, but REMEMBER . . .

1. You want aids to help you make verbal points—you don't want them to do all of the work. If the aids contain your entire lecture, you really won't be needed as a lecturer, will you? Save yourself something to say, and use only key words or ideas in the aid.

AND . . .

2. An aid—like the verbal support material you so carefully selected—is worthless if it does not apply to the point being made.

Now beside each "point needing aid" list the TYPES of aids you want to consider. As examples of each TYPE, list all the aids you can think of that are already prepared and those that you can have prepared or make yourself; then go to page 29.

Have you finished your list of possible aids? Good. Then it's almost time to go out and get those aids, BUT first, be sure that you know what standards your aids should meet.

There are nine basic standards (criteria) that all GOOD presentation aids meet. You probably already know some of them, but let's be sure that you know them all, so you won't waste time on "no-good" aids. . . . Besides, we'll ask you to evaluate your aids against these criteria later, and, of course, you don't want to have to reinvest either time or money in replacing an aid that isn't "good."

Again, just to be sure we're thinking along the same lines, try listing the criteria of good aids:

_____

_____

_____

_____

_____

_____

_____

_____

_____

Now check your list against the one on the next page.

WHAT MAKES AN AID ACCEPTABLE?

CRITERIA OF ACCEPTABLE AIDS	DISCUSSED ON
applicable to subject	page 31
not overdone	32
visible at a distance	32
technically correct	32
motivating	33
containing one idea	34
simple and functional	34
suitable for occasion	35
good physical condition	35

Did you leave any out? That's all right. It's okay, too, if you used other words for the criteria, as long as your words mean the same as our terms. Now, before going to get your aids, read the discussion on the pages listed above for any criteria you missed. Do it now.

When you are sure that you know the criteria of acceptable aids, start getting your aids, keeping the criteria in mind at all times.

When you have one or more aids ready to use, go to page 37.

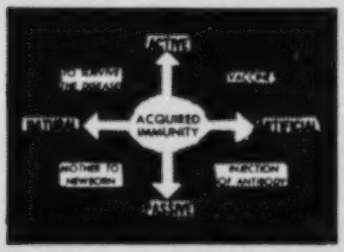
OR

If it will take some time to get all your aids, go on to page 44 to continue with other aspects of your presentation in the meantime, BUT . . . be sure to evaluate the aids (page 37) when you get them.

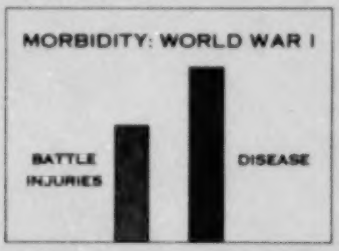
Applicable to Subject

We've already talked about the fact that an aid must be applicable. It can apply in several ways to the verbal point being made—by clarifying, simplifying, proving, summarizing, or emphasizing the point.

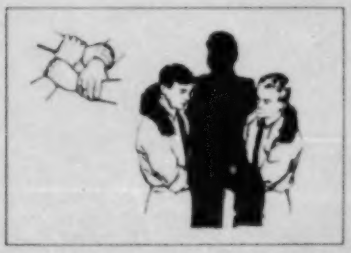
Look over the examples shown below and see how they apply to the verbal points they illustrate; one application is given for each aid. Most aids apply to the verbal point in more than one way—the example for "summarizes" also "simplifies."



clarifies the relationships among the four types of immunity.



summarizes comparative statistics: 366,199 soldiers had childhood diseases in World War I, while only 257,170 received battle injuries.



simplifies a speaker's description of how to use the four-hand carry.

proves that fallout-shelter protection is needed for everyone in the U.S.A.

emphasizes the point that a special clinic is open all day Friday for free vaccinations.

Not Overdone

You don't like to be insulted, do you? Nobody else does. An expert in immunology might be insulted by the aid illustrating "clarifies" on page 31, but he would probably be impressed by the speaker's presenting information in a way he hadn't seen before. Never let your aids insult the intelligence of your audience. (Back to the SITUATION ANALYSIS WORKSHEET for helpful hints about the audience.)

Visible (Legible)

It is very annoying to miss half of a high-priced movie because the only available seat happens to be behind a lady wearing a big hat. It is even more annoying to be able to see but not be able to read what's on a speaker's presentation aids. Aids should be for the audience, not the speaker. Unseen aids are not aids!

Minimum requirements:

Symbols (letters)—¼-inch high for every 8 feet of viewing distance

Space between lines—1½ times symbol height

Screen width—⅙ the distance between screen and farthest viewer

Remember: Aids usually must be elevated for the audience to see them, especially if the room is crowded.

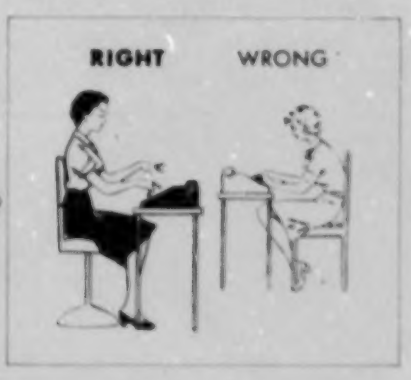
Technically Correct

Obviously you don't want errors in your aid. Or do you? You might want "errors" to illustrate the right and wrong ways of doing something. BEWARE of letting the wrong kind of errors slip into your aids, because then you "inform" the audience of wrong things—and errors are *always* remembered!

Acceptable errors: outdated customs or styles (like long skirts), errors the speaker wants to illustrate, and errors that will not mislead the audience

Unacceptable errors: incorrect or changed procedures, mathematical errors, and incorrect facts (except as noted above)

Although this chart shows incorrect posture, it is considered technically correct, since its purpose is to illustrate the difference between correct and incorrect posture.



Motivating

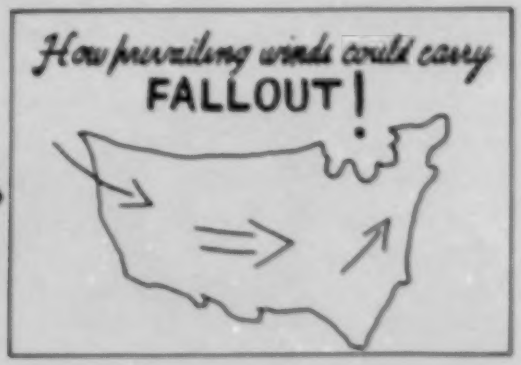
If people in the audience can see the aid but don't bother to look at it, you might as well not bother to have one. Whatever you use for an aid must . . .

1. catch the attention of the audience
2. apply to the audience in some way so that they'll keep on looking
3. not provoke negative emotional reactions.

How does an aid do these things?

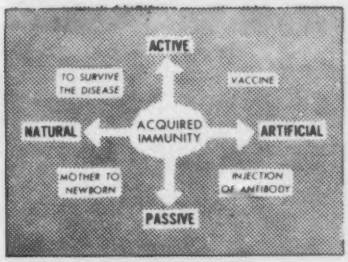
1. Attention is commanded by objects and projected devices. People just can't help looking at them—don't you find yourself engrossed in movies even if you aren't vitally interested in the subject matter? Drawn devices attract attention through color, composition, and figures. Your technique of showing the aid will make a difference, too.
2. To apply to the audience, the aid should relate in some way to family, home, health, job, finances, social status, government, or recreation. Look again at the aids on page 31 and see if you can apply them to your own audience.
3. To avoid provoking negative emotional reactions, all you have to do is stay off people's toes, or emotions. Don't attack any group or organization; don't contradict their basic philosophies; don't turn their stomachs with over-exposure to disease-ridden bodies (unless it will move you closer to your objective to stir their emotions that way).

This aid, used to emphasize the need for a fallout shelter no matter where you live, is motivating, although hand drawn, because it meets the three requirements given above.



Containing One Idea

Any one thing may contain many ideas . . . all according to who considers it and how the viewer classifies things. Take another look at this aid; it contains only one idea for an immunology expert (immunity is acquired), but for the layman who knows only that he goes to the clinic for a shot, the aid presents four ideas.

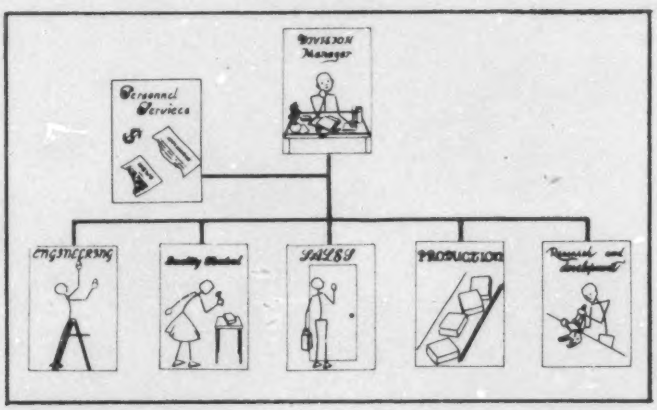


An aid should contain only one overall idea, BUT the acceptable number of "sub-ideas" contained can be increased as the level of the audience is raised. If a layman has been "brought to a higher level" by your talk, you can consider this aid as having only one idea for him, too. Base your decision on how much the audience knows at that point in the lecture.

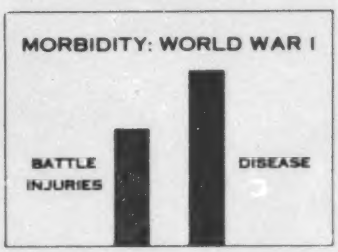
Simple and Functional

Don't let your aids confuse the audience. Each aid should help them. Fancy lettering, complex technology, pretty little pictures for the sake of pretty pictures, are all confusing. Summaries should be **key words**, not complete sentences. The aid should be an aid, not a display of creative talent or a crutch.

cluttered
fancy lettering
–unnecessary
artwork



simple and
functional



Suitable for the Occasion

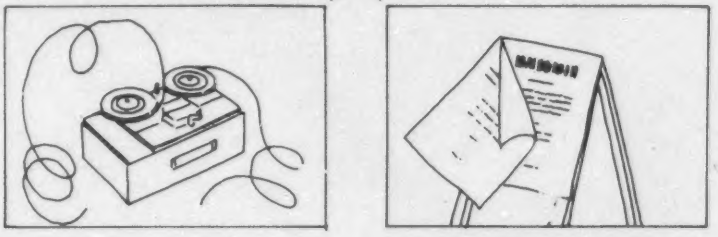
You surely don't want to use medical terminology in an aid for a group of Boy Scouts–nor would you use layman's language in an aid for a group of physicians.

The aid should fit the audience in technical content and the occasion in formality. Consider your SITUATION ANALYSIS WORKSHEET again; don't insult your audience.

Physically Fit

A speaker once used as an aid a drawing of a balance with too much weight on one side. He taped the drawing to an easel, but in the middle of the presentation it fell, just like the one pictured below. The contents of his aid made the audience wonder . . . did he really intend for it to fall to emphasize the point of imbalance?

Don't take chances . . . you might not be so lucky. Be sure that all of your aids are in good shape, that they can withstand the treatment they'll get when you move them to the lecture hall and when you use them in the presentation–and that this won't happen



Go to the next page.

Have you gotten any of your presentation aids yet?

If so, go to page 37 and begin evaluating them.

If not, and you want to continue with other aspects of your presentation, skip to page 44 . . . BUT . . . be sure to come back to page 37 to evaluate your aids as you get them.

EVALUATE ALL AIDS

Are you familiar with the criteria of acceptable aids listed on page 30? If not, read them again (and the discussion about each one if necessary); then come back to this page.

Now that you know what standards your aids must meet, let's move on to the detailed evaluation of *each aid.* Remember, one bad aid can spoil the lecture.

Your aids will fall into two groups: those that meet all the criteria and those that that "fail" one or more.

Now check each aid against the criteria, and if it meets them all, use it, BUT if it fails one, take the action indicated below.

AID FAULT	ACTION
not *applicable*	replace it (see page 38)
overdoes its purpose	use only if irreplaceable and vital to presentation*
not *visible* to all of audience	replace it (see page 38)
not technically *correct*	correct it (see page 39)
not *motivating*	replace it (see page 38)
contains more than *one idea*	show ideas one at a time (see page 39)
not *simple* and *functional*	use only if irreplaceable and vital to presentation*
doesn't suit the *occasion*	use only if irreplaceable and vital to presentation*
not in good *physical condition*	repair it (see page 39)

*Note: If an aid depicts an object or fact that cannot be described adequately (in terms of the time allowed and the objective) with spoken words and gestures, the aid is vital to the presentation.

When you have evaluated all your aids and found them satisfactory, go to page 40.

To be on this page, you must need to replace one or more of your aids, so let's see about selecting another aid. Your first step in selecting aids was to list types of aids (with examples) that could be used for the verbal "points needing aids." If you listed several examples, all you need to do is select one of those extra aids and put it through the evaluation checklist (page 37) to be sure that it is suitable.

BUT . . . If you don't have any extra aids listed, consider the possibilities of making an aid. Why not draw it yourself? Yes, you *can* draw. Everybody can draw well enough to prepare an aid, so either make it or find an artist to help you. Use the chalkboard or an easel pad, or if you have an overhead projector, put the information on a transparency (before or during the presentation).

Check all replacement aids against the evaluation checklist (page 37).

To CORRECT technical ERRORS–

TYPE OF AID	POSSIBLE SOLUTIONS
movie & record	do not use portion with error
slide	opaque error *or* replace
transparency	erase and reletter *or* replace
drawn device	paste correction over error, erase and reletter, opaque error, *or* replace

To show aid ONE IDEA at a time–

TYPE OF AID	POSSIBLE SOLUTIONS
movie & record	use only portion needed
slide	opaque unnecessary information
series of slides	show in the order that will add new information *or* omit slides with unnecessary information
transparency	use overlays (to cover information until needed) *or* opaque unnecessary information
chart	use overlays

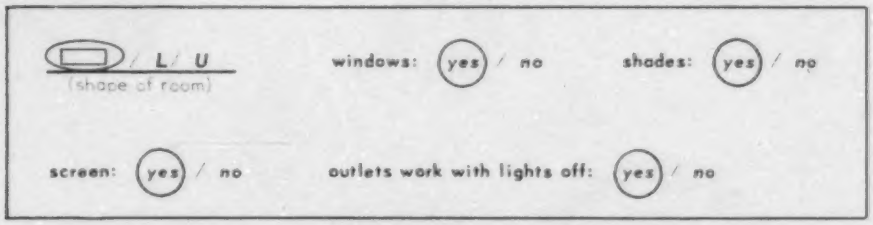
To REPAIR an aid–

PROBLEM	POSSIBLE SOLUTIONS
rip (minor)	patch with mending tape (nonprojected aids)
rip (major)	prepare a new device
faded or fuzzy lettering	touch up with same kind of ink or pencil
poor sound (movies & tapes)	turn off machine and substitute own voice
broken tape (recorder)	patch with mending tape (on blank side)

CHECK THE SITUATION

If any of your aids are projected for viewing, stay on this page; otherwise, skip ahead to page 41.

Since you are planning to use projected aids, you want to be sure that you'll be able to use them—not get to the lecture hall and discover that you can't. You already have enough information to decide whether or not you can use your aids in the situation as it is now . . . check your SITUATION ANALYSIS WORKSHEET against the answers shown below (of course, if the room has no windows, you don't have to worry about shades):



If your answers agree with those circled above, you've got no problem—skip ahead to page 41, BUT . . .

If your answers don't agree with the ones above, you do have a problem—find it on the table below and try to solve it.

PROBLEM	POSSIBLE SOLUTIONS
room not ▭	ask Mr. So-and-So to change location of presentation
no screen available	borrow or rent from another agency or local organization or institution
room cannot be made lightproof*	install black shading material (wide-tone paper, 8' x 10 yds., can be gotten from department-store-display-supply houses for about $6.00 a roll) or position screen, if portable, in front of windows (if one or two windows) to give it shade
outlets do not work when lights are switched off*	use extension cords from outlet in another room
*does not matter with overhead projector, which is used in lighted room	

Can you change the situation in order to use your projected aids? If so, change it NOW and then go to page 41. BUT . . .

If you can't change the situation, you won't be able to use those aids, so you'll have to replace them. Go back to page 38 for help in selecting other types of aids.

When your aids are suitable for the situation, go to the next page.

FIT AIDS INTO OUTLINE

You should now have only suitable aids for your presentation, since each aid has been checked against the evaluation checklist and conditions of the situation.

You have two steps to go through on this page:

1. Enter a note to yourself on the lecture outline to introduce each aid. This note should be put beside the related verbal material.
2. Make sure you will be able to handle all your aids . . .

   Will you have enough time to set them up before the lecture starts and remove them when it is over? Will you be able to display them during the presentation without help?

   If not—get help. If the sponsoring organization will not be able to furnish assistance, take a member of your staff.

   Make arrangements NOW. Set a time for your assistant to meet you at the lecture hall. Write his name on the SITUATION ANALYSIS WORKSHEET so you won't forget.

When you have made a note about when to introduce each of your aids and have made all arrangements for any help you'll need in presenting your aids, go to the next page.

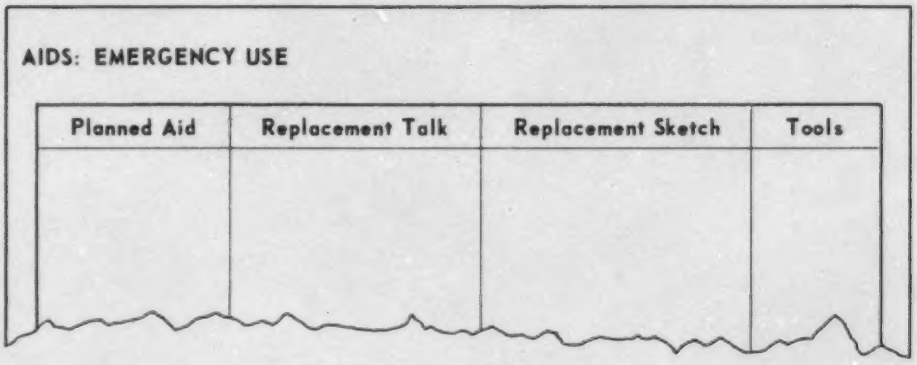
PREPARE EMERGENCY AIDS

Feel pretty confident about the body of your lecture now? Well, don't feel too confident . . . there's one thing that hasn't been taken care of yet—the emergency that *you* are sure will not happen to you. To somebody else, maybe, but not to you.

Don't fool yourself. Maybe you've been lucky and never had your easel fall over, the screen get stuck halfway down, your assistant get sick, the slide-projector bulb blow out, or Mr. So-and-So change lecture halls on you at the last minute. But it could happen—it happens regularly, and sooner or later your turn will come.

So let's make it a picnic instead of a panic. All that's needed is a little more planning, just in case. After all the effort you've put into your presentation, you certainly don't want it to flop just because of an accident.

The best way to plan for substituting is simply to list all of your aids and then decide how to present the same information in another way—*either* by talking about the information, by actually sketching the pictorial contents of the aid, or by a combination of the two. Be sure to list all the additional equipment you'll need. You can consolidate your plans on a form like this:



Make all plans for emergency use of aids, and then, if you haven't already done the work on pages 44-46, do it next. If you have, go to page 47.

6. Write the introduction . . .

The introduction to your lecture serves four definite purposes:

1. To acknowledge the person who introduced you.
2. To gain the attention of the audience.
3. To motivate the audience to continue to listen.
4. To give an overview of the entire presentation.

We'll go into these in more detail, but first let's discuss three *rules* to follow when writing the introduction:

Rule 1: The introduction should be written out completely.

Remember, you outlined the body, but the introduction should be written out word-for-word for your protection. If you have trouble with those butterflies and your mind goes blank, you'll have the words in front of you and they will keep you on the road to your objective. By the time you finish the introduction the butterflies will be gone.

Rule 2: The introduction should take 5-15% of the speaking time allowed.

It must be long enough to hit the high spots, but not be a major point of the speech itself. You have your main points—the introduction should get the audience ready to receive them.

Rule 3: The introduction should be written on the level of the group in the audience least familiar with technical aspects of your topic, so that *everyone* can understand.

Now, let's get back to those four purposes or steps.

1. ACKNOWLEDGE THE INTRODUCER

His name should be written down so you'll be sure to get it right. You can just say "Thank you, Mr. Such-and-Such," or you can go into more detail at the time of the presentation, if you want to say something that is related to his words of introduction.

CONTINUE ON THE NEXT PAGE

2. GET THE ATTENTION OF THE AUDIENCE

It always helps to have an opening gambit to catch and hold the attention of the audience long enough for you to get into the main part of the introduction. Take a look at the "do's" and "don't's" listed below and notice that you can use an aid if you want to. (Just be sure to evaluate it.)

DO . . .	DON'T . . .
turn on a machine	use unrelated loud noises
ask a series of questions	use apologetic words ("I would like to . . .")
use unfamiliar terms—with an explanation or comment that they will be explained later	use unfamiliar terms without an explanation or comment that they will be explained later
make "shocking" statements	express disrespect (for self, audience, sponsor, or presentation)
tell a related joke or anecdote	

3. MOTIVATE THE AUDIENCE TO CONTINUE TO LISTEN

Once attention has been gotten, it's time for every good speaker to apply the topic to the audience so that they are eager to hear what comes next. They can be pulled to the edges of their chairs by a speaker who talks in terms of *their* hopes and dreams, finances, job, home life, social position, health, government, recreation, or children. Any topic can be localized to the specific audience.

4. OVERVIEW

"Overview" means summary. It should include a statement of the objective or a summary of the main points—or both. It should tell them when they may ask questions (during or after your talk) and if you will hand out a summary at the end of your lecture.

NOTE: If your purpose is to "persuade," you may want to be a bit sneaky and not tell them what you have in mind as an objective, especially if they oppose your views and you don't want to give them a chance to build up strong mental defenses. In this case, you could mention the main points as one-word areas to be discussed.

Now *write out* that introduction. Remember the three rules (page 44) as you go through the four steps, but remember also that you'll get a chance later to check the timing, so just estimate now to see if it takes 5-15% of the time.

When you have written the introduction, go to the next page.

7. Write the conclusion . . .

Introduction finished? Good. Now let's end the lecture.

The three rules for the introduction apply for the conclusion: (1) it should be written out in full (so that you can end dynamically and not fade out as if you weren't sure how or when to stop), (2) it should take 5-15% of the speaking time allowed; and (3) it should be directed at the lowest-level group in the audience. It's all right to use aids here, too; BUT, be sure to evaluate them (page 37).

You'll go through three steps—or maybe just two:

1. SUMMARIZE THE PRESENTATION

   Your main points and some of your support material should be used, but DON'T add any new material. You've finished the body of your lecture by stating your points and supporting them, and the conclusion should be a *summary* of that body, not an addition to it.

2. REMOTIVATE THE AUDIENCE

   A few hard facts that apply personally to the audience and their daily lives will give them more reasons to be glad they heard you. (Review Step 3 on page 45 for suggestions.) If you want them to build fallout shelters, urge them to protect themselves and their children from a rain of destruction.

3. WRITE OUT A CONCISE CLOSING STATEMENT

   Your remotivation device may be a concise closing statement, but if it's not, one must be developed. It should be compact and pointed enough to be remembered when the rest of the lecture has been forgotten. It should be a one-statement summary of the presentation that applies to the specific audience. Here are some examples:

DO SAY . . .	DON'T SAY . . .
"So remember—buy health now or pay later."	"Thank you for listening." (The audience should thank you for your time and imparted knowledge.)
"Protect yourself and your children with polio vaccine."	"I hope you heard what I said and will come to the clinic for your shots."
"Avoid faulty construction of your courses—seek precise training objectives."	"Any questions? If not, I guess that's all I have to say."

Now take out a piece of paper and write out that conclusion . . . remembering and following the rules of *time* and *technical level* (*see* page 44).

When you have written the conclusion, go to the next page.

Are you really ready to be on this page?

If you are not using any aids, skip this page and go to page 48, BUT . . .

If you plan to use even one presentation aid, check to be sure that you have done everything necessary with regard to presentation aids; you should have . . .

1. collected all the aids you plan to use
2. evaluated each one—and repaired or replaced and re-evaluated those that didn't meet the standards (go back to page 37 if you haven't)
3. checked all projected aids with the SITUATION ANALYSIS WORKSHEET (go back to page 40 if you haven't)
4. put a note on your outline (for each aid) as a reminder to introduce the aid (go back to page 41 if you haven't)
5. made plans for emergency aids (go back to page 43 if you haven't)

If you have done all these things, you are ready to rehearse. There's no point in rehearsing an incomplete lecture, so when your plans for using aids are *complete*, go to the next page.

8. Rehearse and revise . . .

REHEARSE THE LECTURE

Have you ever heard a speaker drone on and on with words no one else could understand? If so, you probably promised yourself never to listen to him again, you couldn't like wasting time with someone who doesn't speak your language.

"Does he really care enough about US for us to bother to listen to him?" You have probably asked yourself this question about the "too technical" speaker—but it could also be asked about the speaker whose half-hour lecture consumes a full hour. He hasn't bothered to rehearse, and to an audience, timing can be as important as content.

Your rehearsal will serve two purposes: (1) to check your terminology to be sure it fits the audience's vocabulary, and (2) to time yourself.

To check content: You'll want to consider how much the audience knows about the topic (check that SITUATION ANALYSIS WORKSHEET again), and while you rehearse, jot down any words you use that you think the audience might not know. You will define these words later (when you revise).

To time yourself: You'll present each part of the lecture (introduction, body, conclusion) and watch the clock. Write down the number of minutes for *each part*—write the time on the outline itself so you'll have it later; you'll be asked to use it again.

Remember: Timing cannot be checked if you lean back in your chair and let your mind wander over the lecture. For one thing, you think faster than you talk—until you let your thoughts wander off toward supper.

So, since you must imitate the actual lecture situation as closely as possible, get yourself a clock, a pencil, and a lectern if you'll be using one at the lecture hall. Set up all your presentation aids. And you'll need to TALK OUT LOUD and use gestures—don't let your aids stand idle, either.

Rule 1. READ the introduction.

Rule 2. TALK the body of the lecture.

Rule 3. PRESENT all aids.

Rule 4. READ the conclusion.

Rule 5. WRITE DOWN the time.

Now clear your throat, conquer the butterflies, STAND UP, and rehearse AI OUD.

When you have rehearsed and timed the lecture, go to the next page for assistance in revising.

REVISE YOUR OUTLINE

You'll be revising your lecture outline for two things–vocabulary and time. Since vocabulary revision is the simplest, let's get it out of the way and then tie the lecture into a bundle neatly timed for delivery.

You should have jotted down the words you thought might need some explanation. If the new words come in the introduction, rewrite it to include definitions (unless you're using those terms to arouse curiosity). If they come in the body, just write a cue to yourself on your outline. You shouldn't have any in the conclusion–that would be introducing new material. If you do have new words there, *revise the conclusion* and leave them out.

Now let's get the outline timed properly. How are you at arithmetic? You'll need some here, to check your timing. Use the table below . . .

If this LECTURE PART	doesn't fit this % OF TOTAL TIME	then either MAKE IT SHORTER	or MAKE IT LONGER
Introduction	5-15%	by subtracting words	by adding details
Body	70-90%	by being more concise. Keep major supporting material and ALL main points but tighten.	by adding new support material. DON'T pad what you already have.
Conclusion	5-15%	by subtracting words	by adding details
Total time	95-105%	by adjusting the portions that are farthest from the middle of their allowed range; that is, introduction and conclusion should be close to 10% of total time and body close to 80%.	

Go on and groan–everybody does. If you had to revise anything in your lecture, go back to page 48 and rehearse the revised portions–and revise again! It's necessary, to be sure the lecture is suitable in both vocabulary and time.

When it is in good shape, go to the next page.

9. Plan for emergencies . . .

You were given a specific time to fill with your talk, and if you're like most speakers, you feel that if an emergency comes up, YOU will not be the one who is asked to change his speech. *You're* a guest of Mr. So-and-So; he *couldn't* be rude enough to flip the welcome mat on you at the last minute!

But Mr. So-and-So isn't being "rude" when he asks a speaker to shorten his speech because the governor of Utopia or the chairman of the board of directors comes in and wants to say a few words or the business meeting is extended. Even in a classroom situation, you never know when someone might stop by, and you yourself may want to introduce this visitor to your audience. If this sort of thing happens, you'll HAVE to adjust to it by cutting your speech short. Remember, a "timely" speaker is a respected speaker.

Could you ever need to make your speech longer? Of course! For one thing, you might talk faster when you give your lecture than you did in rehearsal, or the man who introduces you may "present" some of your supporting material by giving an example that you expected to spend five minutes on.

Now, let's prepare for such emergencies. If they occur and you're not prepared, you'll feel foolish fumbling around trying to readjust your presentation; if no emergencies happen, so what? You won't have lost anything, but you will have gained security from knowing you were prepared to give both the audience and the sponsor as much as or more than they expected.

CONTINUE ON THE NEXT PAGE

To prepare for a DECREASE in time: All you have to do is make notes to yourself on the outline you already have. Use any note system that's easy for you and mark the **support** material you'll **keep** in the body if your time is cut to 75%. Then put *another* mark by the material you'll keep if time is cut to 50%. (You shouldn't drop main points or any of the introduction or conclusion.)

To prepare for an INCREASE in time: You'll have to go back to the pages of notes you made when you were preparing the body of your lecture and pick out the support material you decided to eliminate. A suggested format is given below. List the support material for each point separately and in sequence; then put some special symbol (maybe a plus sign) on the outline to tell yourself when to pick up the additional support.

TIME INCREASE

Main Point(s)	Additional Support

Before moving on, insert notes on your outline to prepare yourself for a decrease in time and write out cues to meet a sudden increase in time; then go to the next page.

10. Prepare for questions . . .

If Mr. So-and-So wants you to answer questions or if you're part of a panel (check that SITUATION ANALYSIS WORKSHEET again!), then you should do the planning called for here. Otherwise, skip to page 54.

Sometimes question-answer sessions are the "fun" part of the presentation of a lecture. It's a chance to really communicate, for then you know that your audience is eagerly listening. BUT . . .

Some speakers want to pass out when the questions are passed up to them. These are the lecturers who speak for their organization or about a specific subject without preparing for obvious questions because they think they know their subject perfectly. BUT, it's not easy to think of the exact nontechnical words needed to give the perfect answer when you are standing in front of a sea of expectant faces, being bombarded with questions.

No speaker can prepare himself ahead of time to answer *every* question that might be asked, but EVERY speaker should prepare ahead of time for questions in crucial areas—especially the policies of his organization and the areas of his topic that pose difficulties for him.

The less experience you have had as a speaker, the more preparation you need.

To prepare for questions, you will go through four steps:

1. Listing AREAS that might provoke questions.
2. Listing QUESTIONS that might be asked in these areas.
3. Writing and polishing your ANSWERS.
4. Entering a note to yourself to ask for questions **before** the conclusion, so that *you* can end the question period by using your prepared conclusion.

Let's go into a few more definitions and rules first; don't start writing yet—

CONTINUE ON THE NEXT PAGE

1. QUESTION-PROVOKING AREAS are any aspects of the lecture that . . .

   (a) involve organization policy,

   (b) even you, an expert, find complex or difficult to explain,

   (c) have aroused public interest (shown by newspaper or TV coverage),

   (d) have stirred up controversy (within your own group or between your group and others in related fields), or

   (e) have special meaning for the particular audience.

2. WRITE OUT ANY QUESTIONS that demand more than a "yes" or "no" answer. This means anything you can think of that someone in the audience might ask—and remember, somebody is curious about each of those areas!

3. YOUR ANSWERS

   Rule 1: Write them out in full, *word-for-word* as you will give them.

   Rule 2: Include an *example* or narrative (anecdote) in each answer.

   Rule 3: Review each answer for . . .
   new terms that need to be defined
   conclusions that need to be supported
   things that might cause misunderstandings
   logic of development.

   Rule 4: Revise answers if necessary.

Now it's time to prepare to answer a barrage of questions. Go through the steps on page 52, keeping the above rules in mind as you work. Use the format below:

QUESTION-ANSWER SESSION

Area	Question	Answer

When you have written your questions and answers, go to the next page.

11. Write a summary . . .

If your objective is for the audience to "be familiar with" your topic, you may skip to the next page.

If not, check your SITUATION ANALYSIS WORKSHEET to see if the sponsoring organization *objects* to your distributing a summary to the audience.

If it does object, skip to the next page.

If it doesn't object, you *should* prepare one—especially if your objective is to bring the audience to the "be able to talk about" level or to persuade them to do anything.

A summary should contain the title, all main points, and the most important support material. You've already selected the most important support material—when you selected the material to retain if your time is cut to 50%.

Write your summary.

You'll want to duplicate the summary, but not yet!

CONTINUE ON THE NEXT PAGE

12. Have the lecture reviewed . . .

If your lecture involves the policy of your own organization in any way, you should have it reviewed by the proper authority in the organization. If it doesn't, skip to the next page.

Submit the lecture outline, the plans for the question-answer session, and the summary for distribution to the policy reviewer in your organization.

When he has finished the review, revise as necessary.

Then you'll be ready to prepare your final draft—at last. Go to the next page.

13. Compile the final draft . . .

The final draft of your lecture should include everything you want to take with you when you go to speak. All parts of the lecture should be typed or printed so you can read your notes easily during the presentation–whenever you have to refer to them.

Before you begin that final draft, check your "rough final" against the list of items below that should be included and the standards they should meet (check back through this *Guide* [see Table of Contents] if you are in doubt about any of the items listed):

Title

Objective–including purpose, topic, and desired result

Time allowed

Date of lecture

Time lecture is to begin

Place of lecture

Description of audience–including name, number, sex, education, and other special characteristics

List of aids (if planned for)–including the kind and number of each kind (all parts or portions of each, such as chalk, pointer, etc.) and who will supply (if other than yourself)

Time to spend on each part of lecture (introduction, body, conclusion)

Introduction, that . . .
- is written out word-for-word
- is in the audience's vocabulary
- contains an attention-getting device
- contains a motivational device
- contains an overview (unless the objective is "to persuade")
- will occupy 5-15% of the total time allowed

CONTINUE ON THE NEXT PAGE

Body, that . . .
- is outlined
- contains main points, that . . .
  - are independent of each other
  - are stated in sentences
  - are organized in a pattern
  - include all material needed to reach the objective
- contains verbal support material . . .
  - in the form of cues (with direct quotations written out word-for-word)
  - that is related to the main points
  - that is related to audience knowledge
- contains cues for the use of aids (if aids are planned for)
- will occupy 70-90% of the total time allowed

Conclusion, that . . .
- is written out word-for-word
- is in the audience's vocabulary
- contains a summary
- contains a remotivational device
- ends with a concise closing statement
- will occupy 5-15% of the total time allowed

Plans for emergency use of all aids (if aids are planned for)–including . . .
- cues for verbal presentation *or*
- cues for visual presentation and
- a list of all equipment needed

Plans for emergency time changes–including . . .
- symbols on lecture outline for . . .
  - reduction to 75%
  - reduction to 50%
- page of cues for time increase (and notes on outline to add material if needed)

List of anticipated questions, with answers written out word-for-word

Summary for distribution–including . . .
- title of presentation
- all main points
- support material
- (copies should total 10% more than expected number in audience)

When you are sure that all the items that apply to your lecture (check with the SITUATION ANALYSIS WORKSHEET again!) are included in your rough draft, you'll be ready to prepare the final draft. Go to page 58 for suggestions on formats that will make your final draft easy to compile and easy to use.

In preparing your final draft, use formats like the samples shown below:

LECTURE OUTLINE

TITLE: _____

OBJECTIVE(S): _____

TIME ALLOWED: _____ **DAY, TIME, PLACE:** _____

AUDIENCE: _____

AIDS: _____

Time	Lecture Outline	Special Notes & Aid Cues

AIDS: EMERGENCY USE

Planned Aid	Replacement Talk	Replacement Sketch	Tools

TIME INCREASE

Main Point(s)	Additional Support

QUESTION-ANSWER SESSION

Area	Question	Answer

When your final draft is finished, go to the next page.

WHAT-TO-TAKE CHECKLIST

At last, it's all over but the talking.

One more word of caution: Take all the things listed below with you when you go to present the lecture:

(1) Your outline

(2) All the items listed beside "AIDS" on page 1 of the outline

(3) The people who'll assist you with your aids

(4) Plans for using emergency aids

(5) The page of cues to use if your time is increased

(6) Plans for the question-answer session

(7) The summary for distribution (make enough copies for 10% more people than are expected to attend)

GOOD LUCK!

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U. S. GOVERNMENT PRINTING OFFICE : 1966 O - 208-419

Before Ordering
READ completely Administrator's Manual

(Type or print)

Name _____

Title _____

Organization _____

Address _____

_____

Date of Course _____

Number of Students _____

"Designing Good Slides" Yes _____ No _____ Quantity _____

SITUATION ANALYSIS WORKSHEET

ABOUT THE LECTURE

(date of lecture)

a.m. / p.m.
(starting time)

(number of minutes)

(topic)

to inform / to persuade
(circle your purpose, then indicate the desired result)

able to talk (to do what?)
or
be familiar with

yes / no
(question-answer session)

(number of minutes)

yes / no
(in total time?)

ABOUT THE PROGRAM

only speaker / panel or series

(title)

(moderator)

(introducer)

(activities preceding)

(activities following)

ABOUT THE AUDIENCE

(name of group)

(occasion)

never heard of / heard of / knows about
(knowledge of topic)

(how many) / (sex) / (age range)

typical and extremes of:

(education)

(special training related to topic)

(occupations)

(employers)

(handicaps)

(nationalities & cultures)

(attitudes toward topic)

ABOUT THE SPONSORING ORGANIZATION

(name)

(techniques to avoid)

(to help in obtaining aids)

(to help in presenting aids)

yes / no
(summary opposed by policy?)

(OVER)

ABOUT THE LECTURE HALL

(location)

(how to reach)

(seating arrangements)

higher than / lower than / same
(speaker elevation)

/ L / U
(shape of room)

(size in feet)

a.m. / p.m.
(when & how long free before)

a.m. / p.m.
(when & how long free after)

DOES the room have:

lectern: yes / no

amplifier: yes / no

chalkboard: yes / no

screen: yes / no
size: _____
(in feet or inches)

windows: yes / no
shades: yes / no

outlets work with lights off: yes / no